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## Beginner students' perceptions of Youtube as a medium for learning basic vocabulary at English for Everyone

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### Abstract

*YouTube has become one of the most popular media platforms for informal learning, as digital technology has significantly transformed the way English is taught and learned. The objective of the research is to find out how beginner students perceive using YouTube to learn basic English vocabulary, especially in the non-formal environment of the "English for Everyone" (EFE) program. The study used a quantitative method and a closed-ended questionnaire, which was adapted from Saputra (2022). The questionnaire consisted of ten statements and a four-point Likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). There were twenty beginner-level students from the "English for Everyone" course who took part in the study. Descriptive statistics were applied to identify trends in students' perceptions about comfort, video support, motivation, convenience of use, and the effectiveness of YouTube for learning basic vocabulary. The results showed that most participants (95%) perceived YouTube as a fun and helpful tool for learning basic vocabulary. Many of the students enjoyed learning new words on YouTube and were inspired to keep going in their studies. The visual and audio elements of the videos improved student memory of words, and many beginner students claimed that repeating the videos can enhance their vocabulary recall. Beginner students also shown increased comfort in utilizing the new vocabulary they had studied. These results indicate that YouTube is a valuable and efficient tool for facilitating developing vocabulary, particularly in informal learning contexts such as English for Everyone (EFE).*

**Keywords:** *beginner students; non-formal education; students' perception; vocabulary learning; Youtube*

### INTRODUCTION

Technological advancements are rapidly permeating various fields, including education. The use of technology in educational media has been shown to successfully increase the interest and engagement of students at all levels (Nafilah & Sakti 2022). Specifically, elementary students and beginner students are now highly familiar with using media and technology. They are accustomed to leveraging sophisticated media, such as mobile phones and laptops, to expand their knowledge. One of the platforms they most frequently use to access information and learning materials is YouTube.



YouTube is a great audio-visual medium that offers a wealth of information, especially for learning English. [Kristiani and Pradnyadewi \(2021\)](#) stated YouTube is a potentially helpful tool for language acquisition because of its accessibility, wide range of content, and engaging visual and auditory presentation. [Salsabila et al. \(2025\)](#) stated that through YouTube, students can emphasize their own way of learning English. The media serves various content that is accessible to students to improve their English skills, such as listening, speaking, writing, and reading ([Fachrurrazy et al., 2025](#)). This is also supported by [Nurhayati and Nakluy \(2025\)](#), who found that YouTube channels significantly help students develop their vocabulary through engaging content. Similarly, [Maharani et al. \(2025\)](#) found that audio-visual media, such as movies, can enrich students' vocabulary mastery and create positive learning perceptions. In addition, students can utilize YouTube media not only in the formal field but also in the non-formal field [Dabamona et al. \(2022\)](#). It shows that students can learn English both in the classroom and outside. Indeed, they are able to learn English by themselves, as regular exposure to audio-visual content, such as watching English movies, can support vocabulary acquisition through habit and repetition ([Yanti et al., 2025](#)). While previous studies, such as ([Maulida & Warni, 2024](#)) have focused on the use of English movies, similar benefits can also be observed in other audiovisual platforms like YouTube, which offer more accessible and diverse learning content.

When talking about English learning, vocabulary is the most crucial aspect that should be given serious attention. Vocabulary is one of the fundamental aspects of mastering a foreign language. Adequate vocabulary knowledge is the key to language proficiency in speaking and writing ([Kilic, 2019](#)). However, standard approaches, like learning a vocabulary by heart, are frequently seen to be complicated and ineffective, particularly for beginners. Students often feel bored with monotonous teaching methods, making audiovisual media such as YouTube a more engaging alternative ([Ananda et al., 2025](#)). Therefore, it is important to apply more effective and engaging teaching strategies to support vocabulary learning ([Ou, 2025](#)). There is a growing need for more interactive and engaging alternative learning materials in this case.

At a beginner level, it is important to recognize the characteristics of basic vocabulary. According to [Dakhi \(2019\)](#), fundamental vocabulary refers to words that are frequently and concretely used in everyday communication. Similarly, [Hapsari and Adi \(2022\)](#) revealed that YouTube educational videos provide meaningful and engaging contexts that facilitate students in acquiring new vocabulary more effectively. These words form the basis for language development and fluency. As a result, selecting appropriate learning tactics that provide these terms in a meaningful and contextualized manner is critical, something digital platforms like YouTube can help with.

Several studies from Indonesia have shown that YouTube is an effective medium to enhance vocabulary learning. Such as [Pamungkas and Sari \(2022\)](#) found that YouTube videos help students enrich their English vocabulary through engaging speech content. [Hia \(2021\)](#) also found that using YouTube significantly increases students' motivation to learn English vocabulary, especially among junior high school students. Similarly, [Mulyo et al. \(2024\)](#) emphasized that YouTube videos enhance students' speaking proficiency and foster their engagement and interest in learning English more effectively than traditional methods. In addition, [Tsamratulaeni \(2022\)](#) revealed that students showed positive responses toward learning vocabulary through YouTube, as it was considered enjoyable, easy to use, and effective in improving vocabulary mastery. These results imply that YouTube effectively increases English vocabulary by raising students' motivation, involvement, and language proficiency.

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Several studies in Indonesia have found that YouTube is an efficient way to improve vocabulary learning. For instance, [Madani et al. \(2023\)](#) in their study "The Students' Perceptions on the Use of YouTube in Learning Vocabulary," found that when students used YouTube for vocabulary learning, they felt more comfortable and motivated. YouTube videos' real and relevant quality makes for a more interesting learning experience. This is confirmed by [Wijaya \(2024\)](#) who found that using YouTube in English language learning increases students' speaking confidence by allowing them to replicate pronunciation, intonation, and phrases used by native speakers. Students generally have a positive opinion of YouTube since it helps them expand their vocabulary and makes speaking English more comfortable and confident ([Madani et al., 2023b](#); [Masduqi & Azizah, 2025](#)). However, these studies mainly focus on students in formal schools. There is also a lack of research into beginner students' perceptions of YouTube as a vocabulary-learning tool, especially in non-formal learning environments. This group is important to investigate because beginner students generally have limited vocabulary knowledge and often require more engaging and supportive learning media to help them understand and remember new words. Previous studies mostly focused on formal education settings such as schools and universities (e.g., [Saputra, 2021](#)), leaving little attention to how non-formal programs integrate YouTube for vocabulary acquisition. This gap must be solved, especially as non-formal programs such as English for Everyone (EFE), an independent English language course, develop popularity among students looking for a flexible, independent alternative to classroom instruction.

To fill this gap, the current study uses and adapted a questionnaire from [Saputra \(2022\)](#) who evaluated students' opinions of YouTube for vocabulary learning. Saputra's tool was chosen because it assesses important elements of student perception, such as (1) perceived ease of use, (2) perceived efficacy, (3) motivation and engagement, and (4) general feelings toward YouTube as a learning platform. Adopting this instrument helps the current study to build on an already verified methodology while applying it to a new context. Namely, beginner learners in a non-formal program.

This study is needed for a variety of reasons. First, it adds to the developing literature on digital learning tools by focusing on beginner students in non-formal education, a group that has been underrepresented in earlier research. Second, this study can provide useful ideas for teachers, lesson planners, and creators of online content on how to use YouTube more effectively for vocabulary instruction. Finally, the findings can help inform future decisions regarding developing affordable and accessible online learning programs, particularly in areas where formal education is difficult to reach.

This study is designed to find out beginner students' perceptions of YouTube as a medium for learning basic English vocabulary at "English for Everyone." The study focused on students' comfort level with YouTube, their perception of the platform's use for vocabulary learning, their motivation, and their overall assessment of YouTube as a digital learning tool. However, there are two questions for this research:

1. What are beginner students' perceptions of using YouTube as a medium for learning basic English vocabulary within the non-formal context of the "English for Everyone" program?
  2. How do beginner students perceive the effectiveness of YouTube for vocabulary learning, specifically in terms of ease of use, motivation, and its impact on their confidence and memory?
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## METHOD

### Research design

This study utilizes a quantitative research methodology, which, according to [Creswell \(2014\)](#), is a systematic process of collecting, analyzing, interpreting, and reporting data derived from numerical information to investigate beginner students' perceptions of YouTube as a medium for basic vocabulary learning at "English for Everyone". Quantitative research is suited for this type of data since numbers make it easier to sort, group, and analyze. It also allows the researcher to better identify patterns or trends in students' responses. This design is appropriate because the data were collected through a questionnaire, enabling the researcher to quantify and analyze students' responses.

### Instruments

The researcher collects data by using a questionnaire. A questionnaire would make it easier for students to determine their perceptions of the learning media on YouTube, which they use frequently. The instrument of the closed-ended questionnaire is adapted from [Saputra \(2022\)](#). The questionnaire, consisting of 10 statements, is distributed via a Google Form. The small number of questions aims to keep participants interested and make the questionnaire easy for them to understand, particularly for starting students with limited English skills. Students fill up with different places and times, and then the researcher analyzes them one by one. The statements consist of the perception of students during their learning process using YouTube as a medium. The questionnaire consists of four scales, the Likert scale, namely SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). Their scales are 1, 2, 3, and 4.

### Participants

In total, the study included 20 beginner students in EFE, consisting of ten males and ten females. The participants were between 10 and 13 years old. They learned English as a foreign language and attended YouTube-based learning sessions three times a week (Monday, Tuesday, and Wednesday) as part of the EFE program. The researchers used a simple random sampling technique, as described by [Creswell \(2014\)](#), to select the participants. In this method, every student in the EFE Indonesia course had an equal and independent chance of being included in the study.

This sampling strategy was chosen because it is a fundamental method for obtaining a representative sample from a larger population. By giving every individual an equal chance of being selected, simple random sampling minimizes researcher bias and increases the likelihood that the sample's characteristics will reflect those of the overall beginner student population. This is crucial for making the study's findings more generalizable and credible. The focus on "beginners" with inadequate comprehension highlights that the study's purpose is to specifically capture the perspectives of students at the foundational stage of English language development.

### Procedures

The researcher selected a beginner class at English for Everyone as the participants of this study. The questionnaire was distributed online through Google Forms. Before completing the questionnaire, participants were informed that their responses would only be used for academic purposes and that their personal information would remain confidential. Participation in the study was voluntary, and the participants' identities were kept anonymous. After the questionnaires were collected, the responses were analyzed to identify students' perceptions of using YouTube as a learning medium.

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### Data analysis

The data were examined through descriptive statistics to explain students' perceptions on utilizing YouTube for vocabulary enhancement. The researcher initially analyzed the responses provided by participants via Google Forms. The responses were subsequently illustrated in a figure, depicting the percentage of students who selected each option on the Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

## RESULTS AND DISCUSSION

### Results

This section presents the findings of students' perceptions of using YouTube as a medium for learning basic English vocabulary in the English for Everyone (EFE) program. The results are presented based on four aspects: perceived ease of use, perceived efficacy, motivation and engagement, and general feelings toward YouTube as a learning platform.

**Table 1**

*Aspects and Questionnaire Items Adapted from Saputra (2022)*

No.	Aspects	Questionnaires
1	Perceived Ease of Use	7. YouTube made learning vocabulary easier for me. 10. The YouTube videos were suitable for beginners like me.
2	Perceived Efficacy	2. Visuals and audio in the video helped me recall words more effectively. 3. I often rewatched the videos to help me remember the vocabulary. 4. I feel more confident using the vocabulary I learned from YouTube. 5. The videos helped improve my English pronunciation. 8. I can understand the meaning of words better after watching the videos.
3	Motivation and Engagement	1. I enjoyed learning vocabulary through EFE YouTube. 9. I felt motivated to keep learning English using YouTube.
4	General Feelings Toward YouTube as a Learning Platform	6. I like learning English on YouTube outside of class time.

### *I enjoyed learning vocabulary through EFE YouTube.*

**Table 2**

*Assessment Result (1)*

SD	YFA	1	5%
D	-		
A	MGP, FL, ZZ, YAB, DCT, F, MS, MRR, YMK, M, FZAK, Y, FKSA, MHA, WN, FAA	16	80%
SA	KTGH, MA, MIA	3	15%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The participants' answers to the statement, "I enjoyed learning vocabulary through EFE YouTube," are shown in Table 2. The fact that only one student (5%) chose "Strongly

"Disagree" suggests that they are not very unhappy. There was no neutral-to-negative majority opinion since none of the respondents selected "Disagree." A significant number of sixteen students (80%) chose "Agree," indicating that the majority of participants enjoyed using EFE YouTube to learn vocabulary. Three students (15%) also chose "Strongly Agree," indicating extremely high satisfaction. A large number of students appreciated using this platform to learn vocabulary, as shown by the 19 students (95%) who expressed agreement or strong agreement overall.

***Visuals and audio in the video helped me recall words more effectively.***

**Table 3**

*Assessment Result (2)*

SD	-		
D	ZZ, YFA	2	10%
A	FL, YAB, DCT, F, MS, YMK, M, FZAK, Y, FKSA, WN, FAA	12	60%
SA	MGP, MRR, KTGH, MA, MIA, MHA	5	30%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' opinions of the statement "The video's visuals and audio helped me recall words more effectively" are shown in Table 3. According to the data, two students (10%) of the sample disagreed with the statement, but none of them severely disagreed. Twelve students (60%) of the sample agreed that audio and visual aids helped them remember words, and five students (30%) strongly agreed. With the largest percentage of students expressing agreement, these results imply that the video's combination of visual and aural components improved learners' word recall.

***I often rewatched the videos to help me remember the vocabulary.***

**Table 4**

*Assessment Result (3)*

SD	-		
D	ZZ, DCT, F, Y	4	20%
A	MGP, FL, YAB, YFA, MS, MRR, YMK, KTGH, M, FKSA, MHA, WN, FAA	13	65%
SA	FZAK, MA, MIA	3	15%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' answers to the statement, "I frequently rewatched the videos to help me remember the vocabulary," are shown in Table 4. According to the findings, four students (20%) of the student body disagreed with the statement, but none of them strongly did. Three students (15%) highly agreed with the statement that rewatching the films helped them remember the words, whereas thirteen students (65%) of the total agreed. According to these data, the majority of students thought that watching the movies again was a beneficial approach to reviewing their vocabulary. This distribution is evident from the pie chart, which highlights the majority of yes answers.

***I feel more confident using the vocabulary I learned from YouTube.***

**Table 5**  
*Assessment Result (4)*

SD	-		
D	-		
A	FL, ZZ, YFA, DCT, F, MS, MRR, YMK, M, Y, FKSA, MHA, WN, FAA	14	70%
SA	MGP, YAB, KTGH, FZAK, MA, MIA	6	30%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' thoughts on the statement "I feel more confident using the vocabulary I learned from YouTube" are displayed in Table 5. According to the table, none of the students selected "Strongly Disagree" or "Disagree." Six students (30%) strongly agreed with the statement, whereas fourteen students (70%) agreed overall. According to these findings, most students agreed that using words they had learned from YouTube gave them more confidence. This distribution is graphically shown by the pie chart, which also emphasizes the lack of negative answers.

***The videos helped improve my English pronunciation.***

**Table 6**  
*Assessment Result (5)*

SD	-		
D	DCT, MS	2	10%
A	MGP, FL, ZZ, YFA, F, YMK, M, FZAK, Y, FKSA, WN, FAA	12	60%
SA	FAB, MRR, KTGH, MA, MIA, MHA	6	30%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' answers to the statement, "The videos helped improve my English pronunciation," are shown in Table 6. According to the data, two students (10%) of the total disagreed, but none of the students chose "Strongly Disagree." Six students (30%) highly agreed, and the majority (60%) believed that the movies improved their pronunciation. This suggests that while some students disagreed, the majority of students agreed that the films helped them pronounce words more correctly. This distribution is seen in the pie chart, which highlights the majority of "Agree" and "Strongly Agree" answers.

***I like learning English on YouTube outside of class time.***

**Table 7**  
*Assessment Result (6)*

SD	DCT	1	5%
D	YFA, MS, YMK, Y	4	20%
A	FL, ZZ, YAB, F, KTGH, M, FKSA, MIA, MHA, WN	10	50%
SA	MGP, MRR, FZAK, MA, FAA	5	25%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The answers to the question, "I like learning English on YouTube outside of class time," are shown in Table 7. According to the findings, four students (20%) disagreed and one student (5%) severely disagreed. Although five students (25%) strongly agreed with the statement, and ten students (50%) agreed with it. According to this distribution, the majority of respondents thought YouTube was a great medium for learning English outside of the traditional classroom, while a minority stated disinterest. This conclusion is supported by the pie chart, which mainly demonstrates "Agree" and "Strongly Agree" parts.

***YouTube made learning vocabulary easier for me.***

**Table 8**  
*Assessment Result (7)*

SD	-		
D	ZZ, MS	2	10%
A	MGP, FL, YAB, YFA, DCT, F, MRR, YMK, M, FZAK, Y, FKSA, MHA, WN, FAA	15	75%
SA	KTGH, MA, MIA	3	15%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

Table 8 show how students responded to the statement "YouTube made learning vocabulary easier for me." None of the participants (0%, zero students) selected "Strongly Disagree," suggesting they did not wholly reject the argument. Two students (10%) answered "Disagree," indicating they did not find YouTube helpful for vocabulary acquisition. The majority of students, fifteen students (75%), selected "Agree," indicating that they viewed YouTube as an interesting and valuable resource for vocabulary development. Meanwhile, three students (15%) chose "Strongly Agree," showing great pleasure and positive attitudes. In total, eighteen students (90%) agreed or strongly agreed, indicating that most believed YouTube was beneficial in making vocabulary acquisition clearer.

***I can understand the meaning of words better after watching the videos.***

**Table 9**  
*Assessment Result (8)*

SD	-		
D	ZZ, YFA	2	10%
A	MGP, FL, YAB, F, MS, MRR, YMK, M, FZAK, Y, FKSA, MHA, WN, FAA	14	70%
SA	DCT, KTGH, MA, MIA	4	20%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' answers to the question, "I can understand the meaning of words better after watching the videos," are shown in Table 9. Since none of the students (0%) chose "Strongly Disagree," it is clear that everyone who watched the videos benefited in some way. A minority did not feel that their word understanding had much improved, as indicated by the two students (10%) who selected "Disagree." Fourteen students, or 70% of the participants, chose "Agree," indicating that most of them saw an improvement in their comprehension of word meanings after watching the videos.

***I felt motivated to keep learning English using YouTube.***

**Table 10**  
*Assessment Result (9)*

SD	-		
D	ZZ, DCT MS, Y	4	20%
A	MGP, FL, YFA, F, MRR, YMK, M, FZAK, FKSA, MIA, MHA, WN, FAA	13	65%
SA	YAB, KTG, MA	3	15%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' answers to the statement, "I felt motivated to keep learning English using YouTube," are shown in Table 10 and Figure 9. Every participant had at least some motive, as none of the students (0%) chose "Strongly Disagree." Four students (20%) selected "Disagree," suggesting that a small percentage of participants did not find YouTube particularly motivating. Thirteen students (65%) chose "Agree," indicating that most respondents thought YouTube had a favorable impact on their desire to keep learning English. On the other hand, three students (15%) chose "Strongly Agree," demonstrating a high degree of energy and enthusiasm for studying via YouTube. Overall, 16 students (80%) agreed or strongly agreed, indicating that YouTube was helpful for English language acquisition.

***The YouTube videos were suitable for beginners like me.***

**Table 11**  
*Assessment Result (10)*

SD	-		
D	YFA, MS	2	10%
A	FL, ZZ, YAB, DCT, F, YMK, M, Y, FKSA, MHA, WNN, FAA	12	60%
SA	MGP, MRR, KTG, FZAK, MA, MIA	6	30%

SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree

The students' answers to the statement, "The YouTube videos were suitable for beginners like me," are shown in Table 11. The fact that none of the respondents (0%) chose "Strongly Disagree" shows that everyone thought the videos were at least very suitable for beginners. A tiny minority of students (10%) chose "Disagree," suggesting they did not think the movies were suitable. Twelve students, or 60% of the total, selected "Agree," indicating that most respondents thought the videos were suitable for beginners. In addition, a high degree of satisfaction and strong agreement that the videos met the needs of beginners was shown by the six students (30%) who chose "Strongly Agree." Overall, 18 students (90%) agreed or strongly agreed, indicating that most thought the YouTube videos were appropriate for beginners.

**Discussion**

This study aims to evaluate beginner students' perceptions of using YouTube as a medium for learning basic English vocabulary, particularly in a non-formal learning context. Overall, the findings indicate that students have positive perceptions of YouTube in terms of flexibility, effectiveness, and engagement. These findings are in line with previous international studies which highlight the role of YouTube as an accessible and engaging platform for language learning (Alwehaibi & Bint, 2015).

One of the key findings of this study is related to the ease of use of YouTube. The fact that 75% of students preferred using YouTube during their free time suggests that the platform supports flexible and self-directed learning. This reflects current trends in digital learning environments, where learners tend to rely on on-demand resources that allow them to study anytime and anywhere. In addition, 90% of students reported that the content was appropriate for their level, indicating that YouTube provides comprehensible and level-appropriate input, which is essential for vocabulary acquisition. The ability to rewatch videos, as reported by 80% of participants, further strengthens learning by allowing repeated exposure to vocabulary. This is particularly important for beginner learners, as repetition plays a crucial role in strengthening memory and retention.

In terms of effectiveness, 90% of students agreed that YouTube helped them remember vocabulary more easily. This suggests that audiovisual input plays a significant role in supporting vocabulary learning. By combining visual and auditory elements, learners are able to process information more effectively and make stronger connections between words and meanings. This finding is supported by multimedia learning theory which states that learning becomes more effective when information is presented through multiple channels (Mayer, 2020), which explains that audiovisual input enhances comprehension. Similarly, Trijunianti et al. (2025) confirmed that YouTube-based learning significantly improves vocabulary mastery. Furthermore, previous international research has shown that video-based learning, including YouTube, can significantly improve vocabulary acquisition and retention among language learners (Ardianti & Chabibah, 2025; Yawiloeng, 2020).

In addition, Humairo and Saadillah (2024) found that animated movies such as *Frozen II* help students understand and retain vocabulary through audiovisual input, particularly from a cognitive perspective. Their findings revealed that students rely on visual and auditory elements to build meaning and improve vocabulary comprehension. This supports the present study, where students reported better understanding and recall of vocabulary after watching YouTube videos.

## CONCLUSION

Overall, this study confirms that YouTube is an enjoyable and useful medium for learning basic vocabulary for beginner students, especially in a non-formal environment like "English for Everyone." The overwhelmingly positive perceptions among participants indicate that YouTube serves as a valuable and easy-to-use tool. These findings also underscore the important role of audiovisual elements in helping students remember vocabulary and fostering their confidence in using new words. As such, this research strengthens the existing literature on the role of YouTube as an effective learning tool, while also filling a gap by focusing on beginner students in a non-formal context. The findings provide valuable insights for educators, curriculum designers, and content developers to more effectively utilize YouTube in vocabulary instruction.

## AUTHOR CONTRIBUTION

Author 1: Conceptualization, methodology, and writing manuscript. Author 2: Validation, theoretical analysis, reviewing, and proofreading.

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